

SEN Area Of Need	TEACHER TWEAKS	RESOURCES	INTERVENTIONS	KEEP MONITORING	EXTERNAL AGENCIES
	Wave 1: Universal entitlement/ High Quality teaching			Autumn Spring Summer	
		Wave 2: Specific, additional and time-limited interventions Wave 3: Targeted provision/ Highly tailored interventions			
Cognition and Learning	- Differentiated curriculum planning through outcomes and activities - SEN teacher toolkit guides - Working walls/ modelling - In class support from TAs - Small guided group & pair work - Clear & explicit objectives	Dyslexia friendly tools: - Use of alternative methods of recording as required, including technological devices such as laptops & voice memo - coloured IWB screens - appropriate font & sizing - reading windows - writing frames - Barrington Stoke dictionaries - Talking tins - Visual aids - Word mats - Task planners Dyscalculia friendly tools/ use of concrete materials: - Denes Blocks - number lines - multiplication grids	- PiXL therapies (Maths/ writing/spelling) - Precision teaching 1:1 phonics - SNIP/ HFW spelling programme - Spelling shed - TT Rockstars - Speed up! Handwriting booster groups - Read, Write Inc groups - Support target practise work - Pre-teach sessions of core skills - Booster groups in all year groups- Literacy/ Maths - Early reading awareness activities 1:1 reading - Small group adapted Reading stars - Working memory small group activities	- Individual support plan targets 7Cs - Salford Reading assessment - Use of NAPs tracker - PiXL assessments - HFW screener - Reading speed assessment - Books - Pupil voice - Observations - SENDCo assessments (e.g. DST-J/ Sandwell) - INDES	- School2School - Educational Psychologists - Advisory Learning Support teacher - Learning & Cognition SRB outreach/ placement - Dyslexia Outreach

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Communication and interaction	- Using appropriate levels of language – simplifying when needed. - Use of paraphrasing and reframing by adults and pupils - Discussion, role play and modelling prior to writing. - Regular check-ins - Opportunities to talk/ verbalise thinking - SEN teacher toolkit guides - Focus on key vocabulary for topic	- Use of voice recording devices such as talking tins, voice memo - One page profile and targets - Use of laptops/tablets - Instructions set out clearly with the use of prompts and reminders to support learners e.g. first/ next - Visual & kinaesthetic cues - Word mats/ talking mats/flashcards/ key vocabulary prompts - Clear timetabling including use of visual timetable - Speech sound checkers	- Social stories & comic strip conversations - Individual programme based on targets set by Speech and Language therapists - ELKLAN small groups - Colourful semantics - Pre teaching of key vocabulary - One page profile and targets - WellComm	- Individual support plan targets 7Cs - Language screener - Talk boost assessments - PiXL assessments - Blanks half termly screener - Pupil voice - Observations - SENDCo assessments (e.g. BPVS) - INDES	- School 2 school 1:1 Speech and language therapy - Speech, Language & communication SRB outreach/ placement - ASD Team - Educational Psychologists - Advisory Learning Support teacher

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Social, Emotional and Mental Health	- Reminders of School weekly values - House points - Class learning forum - Class collective worship - Restorative approaches - Growth mind-set classroom approach - Meet and greet at the beginning/ end of each day - Soft start - SEN teacher toolkit guides	- Behaviour rewards & Individual reward systems - Tokens - Emotional thermometers - Non-verbal signals e.g. coloured cards - Worry box/monster - Calming tools such as breathing cues and stress balls	- Individual meet and greet and handover with parents / guardians - Additional transition work e.g. moving on - Social stories and comic strip conversations - Pupil specific risk assessments - Individual support plan targets - Gardening/ forest schools/ nurture small groups - Quiet spaces at break/lunch times - Check ins with identified key staff - Mindfulness & brain calmer activities	- INDES - Individual support plan targets 7Cs - Strengths & difficulties Questionnaire - Me and my feelings tracker - Boxall - Feelings and wishes - Pupil voice - Observations	- Benjamin Foundation - School 2 School - Point 1 - CAMHs - Nelson's Journey - Young Carers - ASD Team

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Need		Wave 2: Specific, additional and time-limited interventions Wave 3: Targeted provision/ Highly tailored interventions		Spring Summer	
Physical and Sensory	- Up to date Medical awareness and training for children with short and long term health conditions. - Reduction of contrast on whiteboards to support pupils with visual stress. - Staff awareness of hearing and visual impairments - Seating arrangements - SEN teacher toolkit guide/ Sensory diet reference sheet	- Access to specialist equipment such as: - writing slopes, - pencil grips, - coloured overlays, - fidget toys, - wobble cushions - Thera putty - resistance bands - Adapted P.E equipment - Use of laptop/ touch typing programme from Access Through Technology	- Individual care plans - Handwriting programme for individuals. - Sensory circuits - Individual programmes set by occupational therapists, physiotherapists and other health care professionals, such as Fizzy or hand gym activities 1:1 Hearing/ Visual sensory support sessions - Individual support plan targets - Sensory Audit	- Individual support plan targets 7Cs - INDES - Pupil voice - Observations - Occupational Therapy Pre-referral screener	- Advice and input from Sensory support - ASD Team - Support from the school nursing team - Occupational Therapy/ Physiotherapist - Healthcare professionals e.g. Epilepsy, Diabetes